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ABSTRACT

The purpose of this paper is twofold: (1) to survey the nature of the drug abuse problem among younger students; and (2) to determine whether profiles from abuse research on older student groups apply to a younger student sample. Subjects were 676 fifth graders in a semi-urban area. Incidence data on drug use and availability were gathered through anonymous questionnaires administered during school. Students indicated the number of times they had taken a drug, how many times they had been offered a drug, and how many boys and girls they knew who took drugs. To determine whether a current adolescent drug abuse profile applied to the younger sample, questions and scales were developed from Wiener's research on English school children. Results indicate that use of drugs is not a major problem for this particular fifth grade group although drugs were available to them. No indication of a general drug-prone profile developed for the sample. (Author/HMV)

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Drug Abuse and School Children: A Survey and Analysis

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Statement of the Issues

Introduction

Drug abuse is an issue of contemporary significance. As more individuals become involved with more types of drugs, the gravity of the problem increases. Naturally, efforts, both preventative and rehabilitative, are being made to respond to the problem.

Since a great deal of confusion and controversy remain regarding its etiology, drug abuse is a difficult problem for rehabilitation. According to a recent review of rehabilitation approaches to drug abuse,

> No one knows whether the goals of treatment as set forth...are realistic or even desirable. Since no one knows why people became narcotics addicts, no one knows either how to make them stop or what will happen if they do stop (De Long, 1972, p. 180).

Getting clients to "stop" taking drugs is one treatment goal. But, that goal may require different approaches for different clients. Since rehabilitation has, understandably, not yet been able to match treatment with known client types, the spread of drug abuse compounds the confusion considerable. According to De Long (1972),

> In short, there is no uniform theory of addiction and no adequate description of the addict population. Further, addiction has spread rapidly in recent years, and we know less about the new population than we do about the old. And we knew little enough before (p. 181).

The most obvious outcome of the growth of drug abuse is the increase in numbers of individuals who require treatment. Study of the situation indicates that "Treatment programs are expanding, but not as rapidly as the problem" (Ray, 1972, p. 209).

In essence, little is known about the problem of drug abuse, except that it is growing and in so doing rapidly outstripping treatment resources. The issue of spread of drug abuse to younger age groups first emerged with college age students (Eells, 1968; Hinckley, 1968; Hogan, et. al., 1970; McAree, 1969; McGlothlin and Cohen, 1965). Not much time elapsed before researchers began to focus on drug abuse as a problem in high school and junior high school settings (Fort, 1969; Shapiro, 1970; Smart and Fejir, 1971; Wiener, 1970).

However, most of the research on young people and drugs has focused on students above junior high school age who live in urban areas. To assess the spread of drug abuse and the impact of that spread on rehabilitation, studies need to be completed on younger students in less urban settings. Findings from such research can provide further insights into the nature of the drug problem in terms of incidence and etiology, two issues of concern for rehabilitation planning.

The purpose of this paper is twofold; (a) to survey the nature of the drug abuse problem among younger students and (b) to determine whether profiles from drug abuse research on older student groups apply to a younger student sample.

Nature of the drug abuse problem

Drug abuse is not a new problem; what seems to be new is its spread to younger groups and to an increasing variety of chemical agents. According to Sidney Cohen (1970),

> Virtually every category of pharmacologic agent that has some sort of effect on mood is being misused at this time. This spreading of the abuse pattern into unusual and exotic drugs, and the involvement of increased numbers of people have serious implications. It seems that today, if a chemical can be abused, it will be... One further identifiable ominous trend is the indulgence of drugs of abuse by younger and younger age groups (p. 32).

Many factors contribute to the spread of drug abuse mentioned by Cohen. In Students and Drugs (1969), Blum identified several themes related to drug use among young people; escape from pressure, self-exploration, religion, curiosity, conformity, kicks, and creativity. Recently, the National Institute of Mental Health has stated that "drug abuse in the young is often a symptom of alienation and ensuing rejection of traditional values" (p. 10).

Other researchers have focused on the way in which curiosity, modeling, and peer pressure contribute to a state of contagion regarding drug experimentation. For example, Smart and Fejer (1971) found that drug use among school children was higher for those students who had parents or older brothers and sisters who took drugs. Blum (1969) spoke of the contagion that has occurred in drug experimentation in the following way:

> What is happening now, in 1968-1969, is what has been happening over the last fifteen years, ever since the "drug movement" (or craze) began with the introduction of mescaline and LSD into the intellectual, artistic, and professional communities and spread

to the student populations in metropolitan centers. What we see now is a rapidly increasing tempo. While it took approximately ten years, by our estimate, for experimentation and use to shift from the older intellectual-artistic groups to graduate students, it took only an estimated five years to catch on among undergraduates, only two to three years to move to a significant number of high school students, and, then, within no more than two years, to move to upper elementary grades-although we have no sound data as yet on the numbers involved in elementary schools (p. 362).

Blum mentioned two points; (a) the downward spread of drug abuse into younger age groups and (b) the fact that no sound data exists on the incidence of drug abuse among elementary grade children. In his research, Fort (1969) corroborated Blum's first point; drug experimentation and abuse is occurring among high school and junior high school students.

Regarding marijuana, LSD, and gasoline or glue sniffing, Fort (1969) found that availability and use spanned from the twelfth to the seventh grade. Table 1 presents Fort's findings.

Table 1
Spread of Drug Abuse

Drugs	Twelfth Grade		Seventh Grade	
	Had drug Available	Actually Used	Had drug Available	Actually Used
Marijuana	61-64%	41-43%	22-24%	12-18%
LSD	40%	13%	--	5%
Glue or Gasoline Sniffing	--	8-11%	--	7-15%

Fort's figures speak to the spread of drug abuse to younger students. However, these incidence figures do not deal with the question of whether this spread is likely to continue to include other students at the seventh grade level and at younger grade levels. Data relevant to whether drug abuse is decreasing or increasing among students have been reported by Smart and Fejer (1971).

Smart and Fejer (1971) surveyed over 6000 Toronto students in grades 6, 7, 9, 11, and 13. According to their data, "Between 1968 and 1970 the rates of use of various drugs had changed dramatically. The use of alcohol, marijuana, barbiturates, opiates, LSD, and other hallucinogens was much more widespread in 1970 than in 1968. But the proportion of students reporting the use of tobacco had decreased, as had the use of glue, stimulants, and tranquilizers" (p. 3). Table 2 provides an overview of results from the Smart and Fejer survey.

Table 2
Prevalence of drug use among Toronto students in 1968 and 1970 (from Smart and Fejer, 1971)

Drug	% Using in Last 6 Months	
	1968	1970
Alcohol	46.3	60.2
Tobacco	37.6	35.5
Marijuana	6.7	18.3
Glue	5.7	3.8
Other Solvents	*	6.3
Barbiturates	3.3	4.3
Opiates	1.9	4.0

Table 2

Speed	*	4.5
Stimulants	7.3	6.7
Tranquilizers	9.5	8.8
LSD	2.6	8.5
Other Hallucinogens	2.0	6.7

*Data not collected in 1968

If the trends found by Smart and Fejer are representative of incidence trends in the United States, then it is apparent that the spread of drug abuse is not abating. Taken together, Fort's and Smart's data suggest that Cohen and Blum were correct in speaking of a downward spread of drug abuse to younger and younger age groups.

Close inspection of the drug incidence research that has been completed reveals two important points. Drug abuse surveys have been carried out in large urban areas. Very little survey research has been reported for smaller communities having both rural and urban characteristics.

Secondly, the surveys have seldom included a grade level below that of the sixth grade. As Blum (1969) noted, "we have no sound data as yet on the numbers involved in elementary schools" (p. 362).

In response to both the geographic area and the grade level sampling problems, a survey of drug use, drug attitudes, and drug knowledge was conducted among fifth graders in two communities of moderate to small size located in Northwest Arkansas. The survey was undertaken not only to provide data on

a fifth grade sample but also to determine whether trends found in drug research involving older students would prevail in a sample of younger students.

The emerging drug-prone profile

Research on juvenile delinquency has, over the years, clearly established the relationship of poor parent-child relations to later delinquent activity on the part of the child. For example, in the delinquent home, parental discipline has been found to be inconsistent, tending in some cases toward overlaxness and, in other cases, to overstrictness (Gluecks, 1950). Peterson and Becker (1965) surveyed delinquency research and concluded that the delinquent home is characterized by less emphasis on achievement, self-control, and future orientation and by more permissiveness regarding sexual and aggressive behavior than is true of the middle-class home.

Recent research on the college age drug user has uncovered factors that parallel those contributing to delinquency. Again, disturbance in parent-child relations is evident, only the nature of the disturbance takes on a somewhat different character than that of the parent-child problems related to delinquency.

Blum (1969) characterized the family environment of the college age drug user as one of distant, cold relationships between parents and children and unresolved parent-child interpersonal crises. Though the family lives together, it is an intact family in appearance only. Very little psychological warmth or understanding is extended from one family member to the other.

The distance between parents and children manifests itself in several ways. For example, both Wiener (1970) and Smart and Fejer (1971) found that

young people, high school age and younger, involved in drugs tended to spend more spare time in the company of peers. Smart and Fejer hypothesized, "The more time spent in unsupervised activities the more likely the student would consume drugs" (p. 6).

Similarly, Wiener reported that students involved with drugs were less likely to take their problems to their parents than to peers. Drug using youth in Wiener's study shared less with their parents in general than did non-drug using young people.

Indeed, the theme of parent-child distance has been recognized by those involved in treating adolescents involved in drug abuse. Caroff, et. al. (1970) have found that treatment success is unlikely without parental involvement in and support of their child's therapy program.

> In the instance of drugs, we found that parents needed to understand that drugs physically despoil their offsprings' bodies and frequently result in irreparable damage and psychological determent to healthy mental and spiritual growth. Therefore, the first target for our therapeutic intervention became the parents. They had to be involved so they could supply the care, constant vigilance, and needed parental prohibitions. Without parental support, these so-called adolescents were not accessible to treatment (p. 529).

According to Caroff, et. al., parental care, vigilance, and prohibitions were three elements missing from the families of young adolescents involved

with drugs. These same factors; parental care, vigilance, and prohibitions; were missing not only from the lives of drug using college students studied by Blum (1969), but also from the lives of drug using students aged 14 to 16 in Wiener's research (1970).

The parent-child relationship characterized by lack of care, lack of direction, and absence of closeness is worthy of further research with younger age groups. Wiener's findings provide real impetus and structure for studying the relationship of family patterns to drug use patterns.

When comparing a drug using sample of students aged 14-16 with a comparable control group of non-drug using young people, Wiener found that;

1) There was no difference in terms of parental separation.
2) There was no difference in terms of size of family.
3) Drug takers felt somewhat more removed from their fathers than did non-drug takers ($p < .05$).
4) Female drug takers felt less close to their mothers than did controls, but male drug takers felt closer to their mother than did controls.
5) Drug takers felt that their parents were significantly more lenient than did the non-drug takers.
6) Drug takers tended to report more trouble with the police and tended to have more friends who had been in trouble with the police.
7) Drug takers tended to know more children who were using drugs than did controls.

8) As compared to controls, drug takers tended to have more knowledge about drugs.

9) Drug takers had a more favorable attitude toward drug use than did non-drug takers.

Research directions

Several implications for drug use surveys emerge from a review of current literature in the area of drug abuse. Additional information on the incidence of drug use is needed, particularly if that information can be gathered from younger children and in areas other than large urban settings.

Furthermore, there is a needto determine whether the trends identified in research on older drug using students have any meaning for younger student groups. Specifically, does the pattern of parental leniency and parent-child distance continue to be related to drug-proneness or to actual drug use in a younger student sample?

Problems for Study

Drug Abuse Survey

1) What is the incidence of drug availability and drug use for a younger age group, specifically, fifth graders, in an area of moderate population and some rural influence?

Applicability of a drug abusing profile

1) In a fifth grade sample, does a drug prone profile emerge in the data that is consistent with findings from other research on drug abusers?

2) Do those students who report a high drug prone profile, parental leniency and high distance from parents, differ from students reporting lower levels of leniency and distance from parents? Specifically, do the high leniency-high distance students differ from other students in terms of the following variables: family size, attitude toward drug use, knowledge of drugs, academic self-perception, trouble with police (self and friends), attitude toward school, marital status of parents, attitude toward quitting school at age 16, number of times offered drugs, number of friends who smoke, drink alcohol, and take drugs.

Hypotheses

Drug Abuse Survey

Due to the lack of research on elementary grade children and drug abuse, no specific hypotheses can be made regarding incidence of drug abuse.

Applicability of a drug using profile

Total Group. Predictions as to whether a drug prone profile can be expected to emerge in the data are difficult to make for several reasons; (a) current drug research has focused on older students and (b) the sampling for such research has occurred in large urban areas.

However, to the extent that some students can be identified who report high parental leniency and distance from one or both parents, then the following hypotheses are appropriate, i. e., when comparing high leniency-high parental distant students with low leniency-low parental distance students: (Weiner, 1970)

1. There is no difference in terms of parental separation.
2. There is no difference in family size.

3. High leniency-high distance subjects when compared with low leniency-low distance subjects report a lower academic self-perception.
4. High leniency-high distance subjects report more trouble with the police both for themselves and for their friends.
5. High leniency-high distance subjects know more boys and girls who smoke cigarettes, drink alcohol, and take drugs.
6. High leniency-high distance subjects have more knowledge about drugs and drug related topics.
7. High leniency-high distance subjects have more favorable attitudes toward drugs.

Methodology

Data collection

Data for this investigation were collected during the evaluation of a teen-counseling drug education program. The two school districts involved were training teenagers to fulfill the role of a drug educator-teen counselor for fifth grade students.

Pre-test data were collected through personal visits to fifth grade classrooms by the investigator and an associate. All questionnaires were anonymous, and the total sample included most fifth graders in the two districts, 345 males and 331 females (N=676).

Variables and instrumentation

Essentially, the study involved two questions; (a) what is the incidence of drug use in a younger age group? and (b) to what extent do drug abuse profiles

from older age groups apply to data gathered from a younger age group in a somewhat less urbanized area ?

Incidence data on drug use and availability were gathered through anonymous questionnaires administered in the fifth grade classrooms during school. Students indicated the number of times they had taken a drug, how many times they had been offered a drug, and how many boys and girls they knew who took drugs.

To determine whether a current drug abuse profile pertained to data collected on fifth graders in a semi-urban setting, questions and scales were developed from Wiener's (1970) research on English school children. Questions were asked regarding family size, academic self-perception, attitudes toward school, parental education, drug taking attitudes, drug knowledge, parental leniency, closeness to mother, and closeness to father.

Scales measuring parental leniency, closeness to mother and father were pre - tested by Wiener on a sample of English school children and found to represent distinct factors. Based on the fifth grade sample, reliabilities for the three scales using Cronbach's alpha coefficient (Program Testat, Veldman, 1967) were; parental leniency . 63, closeness to mother . 52, and closeness to father . 41 (N=678).

Drug attitude items were adapted from Weiner's scale which he had pre-tested and improved through item analysis techniques; reliability (Veldman, 1967), Cronbach's alpha coefficient, for the drug attitude scale was . 54.

Initially, measures on parental leniency, closeness to mother and father were used to establish the appropriateness of a drug prone profile for a fifth grade sample. Following the appropriateness analysis, the total group was divided into four comparison groups; high leniency-high parental distance (N=21), high leniency-low parental distance (N=21), low leniency-high parental distance (N=44), and low leniency-low parental distance (N=60).

High or low leniency was determined by placing those in the upper 16% of the leniency distribution in the high leniency group and those in the lower 16% in the low leniency group. Within high and low leniency groups, high parental distance and low parental distance subjects were identified.

To be in the high parental distance group, an individual must at least report high distance from one parent (upper 16% of distance distribution) and average or greater distance from the other parent. Average or above average closeness to both parents qualified a subject for the low parental distance group.

Those subjects who reported particular combinations of parental leniency and parental distance were then placed in the following four groups: high leniency-high parental distance, high leniency-low parental distance, low leniency-high parental distance, and low leniency-low parental distance.

Figure 1

		Parental Distance	
		Close	Distant
Parental	Lenient	N=21	N=21
Leniency	Non-Lenient	N=60	N=44

Statistical Analysis

Where appropriate the following analyses were reported: percentages, analysis of variance, and Scheffé post hoc comparison of means (Hays, 1965).

Results

Characteristics of the sample

Aged 10-12, 345 boys and 331 girls in the fifth grade in two Northwest Arkansas communities were included in the sample. The children were from homes where the parents were, on the average, high school graduates. Generally, the parents were married and living together (87%); few were divorced (9%) or separated (2%).

A large percentage of students (87%) reported that they liked school and were average students (77%).

Drug Abuse Survey

Date relevant to the actual use of different types of drugs are reported in Table 3.

Table 3

	Have you ever used or tried			
Type of drug	NO		YES	
	N	%	N	%
Amphetamines	643	99	5	1
Marijuana	645	100	1	-
Barbiturates	643	100	3	-
LSD	635	100	1	-
Heroin	574	100	0	-

Of those students reporting, nearly all indicated that they had not used any drugs.

Table 4 presents information regarding availability of drugs for a fifth grade sample.

Table 4

Have you ever been offered drugs

Number of times	N	%
Never	595	90
1-5 times	53	8
6-10 times	12	2
10-50 times	1	-
more than 50	1	-

From the figures reported in Table 4, one could conclude that availability of drugs exceeds the actual use of drugs by the students.

Regarding their associates, the students reported that they knew more boys and girls who smoked cigarettes and drank alcohol than ones who took drugs (See Tables 5, 6, and 7). It is sobering to realize that 17% of the children in the fifth grade knew one or more boys and girls who were using drugs.

Table 5

How many boys and girls do you know who smoke

Number of Acquaintances	N	%
None	303	46
Less than 5	237	36
6-10	76	11
11-50	33	5
more than 50	13	2

Table 6

How many boys and girls do you know who use alcohol

Number of Acquaintances	N	%
None	419	65
Less than 5	160	25
6-10	49	8
11-50	11	2
more than 50	6	1

Table 7

How many boys and girls do you know who take drugs

Number of Acquaintances	N	%
None	540	83
Less than 5	95	15
6-10	8	1
11-50	5	1
More than 50	1	-

From the data, it is apparent that use of drugs is not a major problem for this particular fifth grade group. However, since 30 to 35 students did not respond to the drug use questions, it is possible that incidence figures could be higher than reported.

Though actual drug use did not appear to be a problem, evidence for availability of drugs was found. Ten percent of the students reported being

offered drugs; of course, this 10% figure should be contrasted with the fact that only 2% of the students reported using any of the drugs.

Without longitudinal data, it is difficult to determine whether the 10% availability figure represents a new phenomenon. Hence, one can not say how long fifth graders have been presented with drugs and yet made the decision not to get involved.

As would be expected, the problem of cigarette smoking and alcohol use exceeds that of drug use. The students knew more boys and girls who smoke cigarettes and drink alcohol than they did boys and girls who take drugs. But, in terms of availability and possible involvement with drugs, it should not be overlooked that 17% of the students knew boys and girls who were taking drugs.

In summary, less than 2% reported that they used drugs, a figure somewhat lower than the overall drug abuse figures for older children reported by Smart and Fejer (1971) and Fort (1969). Hence, one could conclude that availability of drugs exists for a fifth grade sample, but, seemingly, abuse of those same drugs has not yet begun, at least in terms of comparable drug abuse data for older students.

In the next section, data on the applicability of the drug use profile are discussed. Possibly, these findings can provide some insight into the apparent low incidence of drug abuse.

Applicability of a drug abusing profile

Though incidence data suggest some availability of drugs and acquaintance with children who have experimented with drugs, there is little evidence (2%)

of acutal drug use in the fifth grade group. Since drug use is not apparent, one would expect that the drug abuse profile of parental leniency and parent-child distance would not apply to the total group data.

Overall, students reported very little parental leniency (Range=6-18, Average=8.09, Standard Deviation=1.95 and definite closeness to mother (Range=5-15, Average=12.58, Standard Deviation=2.10) and to father (Range=5-15, Average=12.17, Standard Deviation=2.36). Hence, for these fifth graders, there is little evidence of the leniency-parental distance drug abuse profile, one explanation for the low reported use of drugs.

Another explanation for the low reported incidence of drug use is the students' general attitude toward drug experimentation. The total group reported a negative attitude toward drug taking (Range 11 (negative) to 33 (positive), Average=16.54, Standard Deviation=3.21). Also, the students were not particularly knowledgable about drugs; on the average, they knew 6 of 15 items on a drug knowledge survey.

One would wonder whether these parental perceptions and drug attitudes would change as these children experience a partial shift in reference groups from parents to peers during adolescence (Coleman, 1961). The question is whether for some students this parent to peer shift is related to increased risk-taking and drug experimentation.

Though no indication of a general drug prone profile developed, one could still identify those students who, relative to all other students in the sample, reported patterns of high leniency-high parental distance, high leniency-low

parental distance, low leniency-low parental distance, and low leniency-high parental distance.

The basic reason for comparing the four groups is to determine whether the leniency-parental distance variables are related to the drug abuse pattern reported by Wiener (1970).

In comparing the drug using group, the lenient distant group, with the non-drug using group, the non-lenient close group, Wiener found no difference in family size or in the marital status of the parents. Research with the fifth graders in this sample did not support Wiener's findings.

Table 8 reports data on family size.

Table 8

Number of Siblings-Analysis of Variance

Group	Average	Std. Dev	F
A Non-Lenient Distant[a]	2.40	1.23	
B Lenient Distant[b]	2.42	1.73	2.91 *
C Non-Lenient Close[c]	2.71	1.64	
D Lenient-Close[d]	3.62	2.44	

[a]N=53 [b]N=21 [c]N=42 [d]N=21

*p< .05, Scheffé (p< .05) A=B A=C A<D B=C B<D C=D

Analysis of variance results indicated a significant difference in family size among the groups. According to Scheffe post hoc comparisons of means, the non-lenient distant and lenient distant subjects reported significantly smaller families than did those in the lenient close group.

Marital status of the parents is given in Table 9.

Table 9

Marital Status of Parents

	Married		Divorced		Seperated		1 parent deceased		2 parents deceased	
Groups	N	%	N	%	N	%	N	%	N	%
Lenient Close	19	95	0	0	1	5	0	0	0	0
Lenient Distant	15	71	2	10	2	10	2	10	0	0
Non Lenient Close	58	98	1	2	0	0	0	0	0	0
Non Lenient Distant	35	80	6	14	1	2	2	5	0	0

In terms of percentages, there is a slight trend toward fewer intact families for the lenient distant group than for the other groups, particularly for the two groups reporting parental closeness.

Though the trend toward fewer intact homes for the lenient distant group is not consistent with Wiener's research, it is consistent with the research (Peterson and Becker, 1965) that has found more broken homes in the background of delinquents than nondelinquents.

Academic self-perception data (See Table 10) tended to support Wiener's finding that those from a lenient-distant background perceive themselves to be poorer students.

Table 10

Academic Self-Perception

Groups	Below Average		Average		Above Average	
	Number	Percent	Number	Percent	Number	Percent
Lenient Close	1	5%	20	95%	0	0
Lenient Distant	5	25%	11	55%	4	20%
Non Lenient Close	3	5%	43	72%	14	23%
Non Lenient Distant	3	7%	36	84%	4	9%

In total percentage, more students in the lenient distant group felt that they were below average students than was true of the other three groups.

Other trends in the data related to attitude toward school were consistent with the lower academic self-concept reported by the lenient distant student. For example, nearly twice the percentage of lenient distant students, as compared with the other three groups, reported that they either disliked or did not care about school (See Table 11).

Table 11

How do you feel about school

Groups	Dislike very much		Dislike		Not Care		Like		Like a lot	
	N	%	N	%	N	%	N	%	N	%
Lenient Close	0	0	1	5	0	0	12	57	8	38
Lenient Distant	2	10	3	14	1	5	9	43	6	29
Non Lenient Close	4	7	3	5	1	2	36	60	16	27
Non Lenient Distant	1	2	3	7	2	5	24	55	14	32

Similarly, Table 12 indicates that fewer of the lenient distant students wanted to continue school after they reached the age of 16.

Table 12

Do you want to quit school when you are 16

	No		Maybe		Yes	
Groups	N	%	N	%	N	%
Lenient Close	15	71	3	14	3	14
Lenient Distant	11	52	5	24	5	24
Non Lenient Close	49	82	6	10	5	8
Non Lenient Distant	27	61	16	36	1	2

Trends in school attitudes for the four groups provide some suggestion that the lenient distant group is composed of those with more negative academic self-concepts. If they continue to receive few rewards from school, these students may turn to forms of deviant behavior, like drug abuse, to find access to success and esteem.

However, data on the lenient distant group at present would not confirm the hypothesis that they have already become involved with unacceptable associates or forms of behavior. As Table 13 indicates, few students in any of the groups reported any trouble with the police.

Table 13

Have you ever been in trouble with the police

Groups	No		Yes	
	Number	Percent	Number	Percent
Lenient Close	20	100%	0	0
Lenient Distant	19	90%	2	10%
Non Lenient Close	56	93%	4	7%
Non Lenient Distant	39	89%	5	11%

Consistent with the data in Table 14, similar percentages in each group have either no friends or some friends who have been in trouble with the police.

Table 14

How many of your friends have been in trouble with the police

Group	None		Less than 5		5-10		10+	
	N	%	N	%	N	%	N	%
Lenient Close	15	75	5	25	0	0	0	0
Lenient Distant	15	75	2	10	3	15	0	0
Non Lenient Close	46	77	11	18	1	2	2	3
Non Lenient Distant	35	80	9	20	0	0	0	0

These findings on involvement with the police do not support Wiener's conclusion that the lenient distant group has had more contact with the police either directly or indirectly.

Information on the four groups was also collected regarding number of friends who smoke cigarettes, drink alcohol, and take drugs (See Table 15a, b, and c) . According to the percentages, there were few differences among the groups regarding friends who take drugs.

However, a slight trend developed for the lenient distant group to know more students who smoke cigarettes and drink alcohol. It remains open to speculation what meaning smoking cigarettes and drinking alcohol has for this age group in terms of later experimentation with drugs.

No difference emerged among the four groups regarding friends who take drugs. Similarly, (See Table 16) there was no difference among the groups regarding number of times they have been offered drugs.

Table 16

How many times have you been offered drugs

	Never		1-5 times		6-10		10-50		50+	
Groups	N	%	N	%	N	%	N	%	N	%
Lenient Close	14	88	2	12	0	0	0	0	0	0
Lenient Distant	15	79	2	11	1	5	0	0	1	5
Non Lenient Close	52	91	4	7	1	2	0	0	0	0
Non Lenient Distant	39	89	4	9	1	2	0	0	0	0

Wiener found that those involved with drugs, students showing a lenient distant profile, tended to have more knowledge of drugs. For this fifth grade sample, results on drug knowledge tended toward the opposite direction (See Table 17).

Table 15a

How many boys and girls do you know who...

SMOKE

Groups	None		Less than 5		6-10		11-50		50+	
	N	%	N	%	N	%	N	%	N	%
Lenient Close	9	47	6	32	3	16	1	5	0	0
Lenient Distant	4	22	4	22	5	28	4	22	1	6
Non Lenient Close	29	51	21	37	3	5	4	7	0	0
Non Lenient Distant	19	43	14	32	7	16	3	7	1	2

15b

DRINK ALCOHOL

Groups	None		Less than 5		6-10		11-50		50+	
	N	%	N	%	N	%	N	%	N	%
Lenient Close	13	68	4	21	2	11	0	0	0	0
Lenient Distant	9	47	6	32	1	5	1	5	2	11
Non Lenient Close	37	70	11	21	4	8	1	2	0	0
Non Lenient Distant	25	58	12	28	3	6	2	4	1	2

15c

TAKE DRUGS

Groups	None		Less than 5		6-10		11-50		50+	
	N	%	N	%	N	%	N	%	N	%
Lenient Close	13	72	4	22	0	0	1	6	0	0
Lenient Distant	13	72	4	22	1	6	0	0	0	0
Non Lenient Close	42	75	13	23	1	2	0	0	0	0
Non Lenient Distant	34	77	10	23	0	0	0	0	0	0

Table 17

Drug Knowledge

Groups	Average	Std. Dev	F
Lenient-Close[a]	5.10	2.61	
Lenient-Distant[b]	4.70	1.72	6.61**
Non-Lenient Distant[c]	5.85	2.79	
Non-Lenient Close[d]	7.23	2.84	

[a]N=21 [b]N=20 [c]N=41 [d]N=58

**p<.01

The non-lenient close group displayed more knowledge about drugs than did the lenient distant group, a finding that is difficult to explain. Trends in the drug knowledge data could refer to hypotheses presented by Chein (1964) in his study of young people involved with heroin; (a) knowledge of drugs has no effect on probability of drug use, (b) drug prone types are peculiarly resistant to drug knowledge, and, in related fashion, (c) those who become involved with drugs do so because they have never learned anything cautionary about drugs.

As was evident in the total group data, most students held a negative attitude toward drug experimentation. This same negative attitude toward drugs was characteristic of each of the four leniency-parental distance groups. Table 18 reports drug use attitudes of the four groups.

Table 18

Attitude Toward Drugs

Groups	Average	Std. Dev.	F
A. Non-Lenient Close[a]	16.15	2.86	
B. Lenient Close[b]	17.05	3.31	4.25**
C. Non-Lenient Distant[c]	17.52	3.13	
D. Lenient-Distant[d]	18.76	3.27	

[a]N=58 [b]N=21 [c]N=41 [d]N=20

**p< .01

Table 19

Drug Knowledge Post Hoc Comparisons (Scheffé)

		Group		
		B	C	D
Groups	Means	17.05	17.52	18.76
A. Non-Lenient Close	16.15	-.90	-1.37	-2.61*
B. Lenient Close	17.05		-.47	-1.71
C. Non-Lenient Distant	17.52			-1.24
D. Lenient-Distant	18.76			

* p< .05

Within the negative attitude toward drug experimentation, some individual group variation existed. For example, the lenient distant group reported somewhat less unfavorability toward drugs than did the non-lenient close group. Hence,

results could be interpreted as being somewhat consistent with Wiener's findings of more drug favorability for a lenient distant group.

However, it is more important to stress the fact that each group held a negative attitude toward drugs. It remains to be seen whether difference in degree of unfavorability has any meaning for later drug attitudes or drug abuse patterns.

In summarizing briefly the findings for the four groups, one must first return to the conclusion that there was very little evidence of a drug prone profile in the data for the total group. However, analyses were run on the assumption that some important differences would develop in terms of relative divisions by parental leniency and distance.

Given what variation there was in leniency and parental distance, four groups (See Figure 1) were generated. No overwhelming support of the hypotheses was found.

Contrary to the hypotheses, the lenient distant group reported a smaller family size than the lenient close group. Trends toward more broken homes were reported for the lenient distant group.

Consistent with Wiener's findings, however, the lenient distant group displayed trends toward a poorer academic self-perception and toward more negative attitudes toward school. But, unlike Wiener's lenient distant students, fifth graders in the lenient distant group in this investigation had not experienced trouble with the police nor had their friends.

Similarly, the lenient distant group knew no more friends who take drugs than the other groups. They did, however, know more friends who smoke

cigarettes and drink alcohol, a finding that may have importance for later drug use tendencies. Regarding drugs, no one group reported greater availability than any of the others.

Drug knowledge trends were the reverse of what was predicted. The group with Wiener's non-drug prone profile, nonlenient close, had more drug knowledge that the lenient distant group. The knowledge finding only adds to confusion regarding the meaning of drug knowledge and drug use.

Attitudes toward drug use for all groups were negative, a finding that did not support the hypothesis. However, the difference that did develop, in a relative sense, could be taken as an indication of something important. The lenient distant group was less negative, again, in a relative sense, toward drugs than the nonlenient close group.

Conclusions

Data collected for this investigation pertained to two research purposes; (a) to survey the nature of the drug abuse problem among younger students in a moderate population area and (b) to determine whether profiles from drug abuse research on older student groups applied to a younger student sample.

Results indicated that though drug availability existed for the fifth grade sample (10% of the students had been offered drugs one or more times; 17% knew boys and girls taking drugs) there had been no corresponding pattern of reported drug use (only 2% had taken drugs).

Further drug incidence data collected on an annual basis is necessary for answering two important questions; (a) Is availability of drugs increasing from

one year to the next and (b) Is there a corresponding increase in actual drug abuse?

A tentative observation was confirmed that the low incidence of reported drug abuse in a fifth grade sample was indicative of the inappropriateness of a drug abusing profile, high parental leniency and high distance from parents, for the total sample. Indeed, the students reported that they were close to their parents and that they did not experience high degrees of parental laxness or leniency.

As a whole, the fifth graders held very negative attitudes toward drug experimentation. However, they were not particularly knowledgeable about drugs.

It was speculated that the closeness to parents might decrease as the students enter adolescence and become more involved with the peer group. An interesting research study could focus on this shift from parents to peers (Coleman, 1961) and the relationship that shift has to perception of parents and to involvement in high risk-low gain behavior such as drug abuse.

To provide insight into the meaning of the high leniency-parental distance profile, several group comparisons were made. For the fifth grade sample, there was no clear-cut confirmation of the drug abuse profile reported by Wiener. However, some trends in the data suggested meaningful distinctions among the leniency-distance groups. For example, the lenient-distant group reported more broken homes than the parental closeness groups. The lenient-distant group had more negative perceptions of self and school. They tended to know more boys and girls who smoke cigarettes and drink alcohol and, finally, they were the least unfavorable (all groups were unfavorable) toward drug experimentation.

The poor relationship between self and school is an important one for the lenient-distant group. If school is increasingly unable to provide these students with access to success and esteem, then they may possibly turn to their peer group and to high risk behaviors to receive the recognition they desire. Being deprived of a stable home life and of success in school may make some of these lenient-distant students vulnerable to the kind of pressure that seems to promote drug abuse among older students (Brayer and Carney, 1971).

Hence, the school must be continually experimenting with providing acceptable routes to esteem and success for students. One approach for creating greater access to human values in the classroom is presently being studied by teachers in the Fayetteville and Springdale Arkansas school districts (Rucker, 1969). The aim of the human values strategy is to enable the teacher to develop classroom activities that provide means for overcoming those deprivations in one's background that contribute to unrealistic behaviors such as drug abuse.

For rehabilitation and treatment practice, two major conclusions can be made. Specific treatment programs for drug abuse may be needed only for teenage and older groups at this time. But, the origins of the drug problem, as has been true for delinquency and other forms of youthful acting out, are based in earlier family and school deprivations. The lack of success of drug abuse treatment programs may stem then from the virtual impossibility of overcoming family and school problems years later in the person's life. Hence, drug abuse prevention programs for home and school that focus on overcoming personal deprivations become increasingly worthy of consideration.

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